

1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

Section 1: Contact Information

Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

3-Digit LEA/Charter Code: 20A
Contact Name: Cheryl Catuto
Contact Phone No.: 828.835.7240
District/Charter Name: The Learning Center! Charter School
Contact Title: School Testing Coordinator
Contact E-Mail: cheryl@naturallygrownkids.org

Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment [eligibility criteria](#) and the [North Carolina Alternate Assessment Decision Making Flow Chart](#) to make alternate assessment participation decisions?

X Yes ☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	X	X	X	X
Online training	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	X	X	X	X
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Other, please explain below:

[Click or tap here to enter text.](#)

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☐ Yes ☒ No

Explain below:

[Click or tap here to enter text.](#)

Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes ☒ No

Explain below:

[Click or tap here to enter text.](#)

Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☒ Yes ☐ No

Explain below:

We are a small rural/ LEA of 182 students. Many parents are attracted to the small school environment in which students receive more individualized assistance. Many enroll students with existing IEPs and others enroll students who, for whatever reason, have not been successful in other educational settings. We have four students that will taking the alternate assessment in the 2018-2019 school year. Although four students is a small number, they have a significant impact on our participation rate in alternate assessments. Therefore, we anticipate having to justify our participation annually.

Section 3: Assurances

Does the district or charter school have a process in place to monitor alternate assessment participation?

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☒ Yes ☐ No

Explain below:

The IEP teams comprised of: administration, teachers, EC personnel, parents and other professionals conduct annual reviews to determine continued student participation. We use alternate local assessments including Easy CBM and Basic Skills Checklists to monitor growth and current level of performance for our NCEXTEND1 students, since these students are unable to successfully participate in NWEA Measures of Academic Progress (MAP) benchmark assessments used by general education students.

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☐ Yes ☒ No

Explain below:

Again, we are a small rural single school LEA. We do not have a disproportionate participation in alternate assessment.

Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

At this time, NCDPI has provided all the materials needed to successfully meet the needs of our students.

Signatures

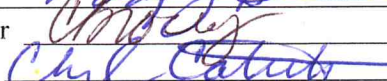
Superintendent/Charter School Director



Date

4/30/19

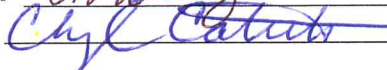
Exceptional Children Director/Coordinator



Date

4/30/19

LEA/Charter School Test Coordinator



Date

4/30/19

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to alternateassessment@dpi.nc.gov by May 3, 2019.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

Note: See page 5 for additional information that can be included but is not required.